



## Alice Drive Middle

40 Miller Road  
Sumter, SC 29150

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	703 Students	
<b>Principal</b>	Richard Avins	803-775-0821
<b>Superintendent</b>	Zona Jefferson, PhD	803-469-8536
<b>Board Chair</b>	Ms. Jo R. White	803-773-7663

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

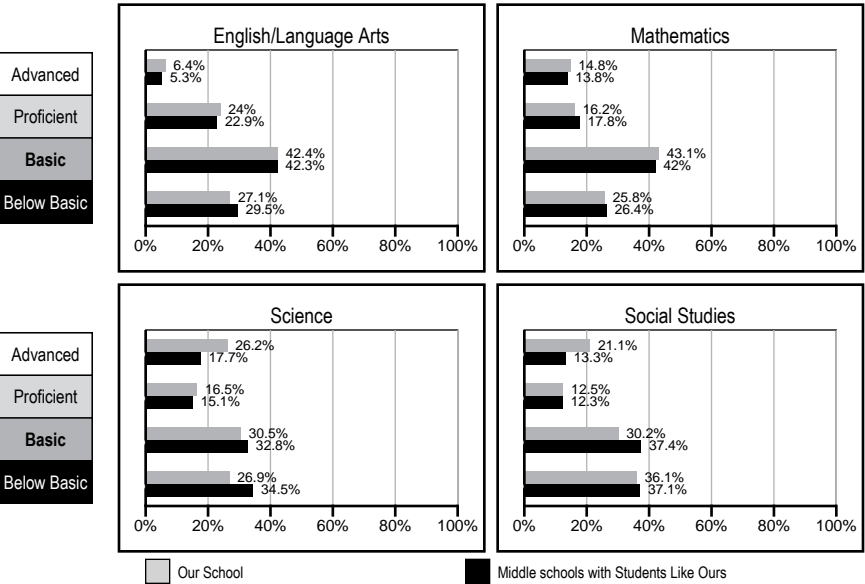
94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	28	3

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.3
English 1	100.0	97.5
Physical Science	0	48.7
All Subjects	100.0	97.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=703)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.1%	Down from 13.8%	23.7%	19.4%
Retention rate	1.0%	Down from 2.9%	1.5%	1.8%
Attendance rate	96.1%	Up from 95.9%	96.0%	95.8%
Eligible for gifted and talented	21.0%	Down from 22.8%	17.8%	15.3%
With disabilities other than speech	15.4%	Up from 14.2%	14.2%	12.9%
Older than usual for grade	6.7%	Up from 4.0%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	39.6%	Down from 43.2%	54.2%	55.0%
Continuing contract teachers	75.0%	Down from 84.1%	74.4%	70.6%
Teachers with emergency or provisional certificates	10.0%	Up from 5.0%	5.3%	5.4%
Teachers returning from previous year	84.0%	Down from 84.5%	85.0%	83.4%
Teacher attendance rate	90.3%	Down from 94.2%	94.8%	94.9%
Average teacher salary	\$44,624	Up 3.0%	\$44,624	\$44,706
Professional development days/teacher	11.8 days	Down from 13.0 days	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 24.3 to 1	20.7 to 1	20.1 to 1
Prime instructional time	85.1%	Down from 89.2%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 91.8%	98.0%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$6,086	Down 6.7%	\$6,954	\$7,097
Percent of expenditures for instruction*	61.9%	Down from 62.8%	62.2%	64.4%
Percent of expenditures for teacher salaries*	56.6%	Down from 58.6%	59.2%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

One of the primary goals of Alice Drive Middle (ADM) is to produce well rounded students who succeed both inside and outside of the classroom. The school offers students advanced courses in all core classes including English I and Algebra I for high school credit. This past school year, our students achieved goals in all areas of student life, academics, athletics, service learning, and other extra-curricular activities and organizations. Throughout the year, the students at ADM continued to proudly represent themselves and the school.

Academically the students in every grade made gains in each content area of MAP testing. These gains were made possible through the hard work of students and teachers. All staff members participated in school and district professional development sessions that focused on improving content area instruction. In addition, many staff members attended professional development opportunities outside of those offered through our district.

Outside the classroom, our students continued to perform at an exemplary level. The school had two Duke Tip Award winners, thirty six USC Junior Scholars, a Governor's Citizenship Award winner and nine Junior Scholars recognized for outstanding performance on the PSAT. Alice Drive students in English I and Algebra I had a 100% End of Course passing rate. Two students from our band were selected to participate with the all region band. The band received an excellent rating at the Concert Festival. At Solo and Ensemble competition, twelve students received Superior and seven students received Excellent ratings. The football team and the girls' track team finished the season as the second place team for the Mid-10 North Division Conference.

Alice Drive students raised over \$5,400.00 in the Hoops for Heart program sponsored by the American Heart Association. Over 300 service hours were contributed to local churches, hospitals, the elderly, Crisis Center, and Habitat for Humanity. Shoe Boxes and Easter Baskets were made and donated. The school served the special needs elementary students of District 17 by sponsoring our Fall Festival.

Ms. Gwen Randolph-Sanders received statewide recognition for twenty-five years as student council advisor.

Richard Avins, Principal  
Harrison Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	143	110
Percent satisfied with learning environment	100.0%	77.6%	77.1%
Percent satisfied with social and physical environment	100.0%	75.5%	76.1%
Percent satisfied with school-home relations	97.7%	86.7%	67.9%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes
* Or greater than last year			

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	684	99	27.6	43.3	22.7	6.4	39	42.6	48.2	No	Yes
<b>Gender</b>											
Male	325	98.5	35	41.2	19.4	4.4	32	37.7	41.7	N/A	N/A
Female	359	99.4	21.1	45.2	25.6	8.1	45.2	47.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	276	99.6	12.7	41.9	34.2	11.2	58.1	62.5	60	Yes	Yes
African American	387	98.5	39.9	43.6	13.3	3.2	23.4	33.2	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	100	94	69.8	15.1	2.3	12.8	11.6	14.4	16	Yes	No
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	380	98.4	40.3	45.8	9.4	4.5	21.5	31.7	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	684	98.8	26.4	44.5	16	13.1	38.9	37.9	45.8	Yes	Yes
<b>Gender</b>											
Male	325	98.2	27.6	40.6	15	16.7	42	38.3	45.6	N/A	N/A
Female	359	99.4	25.3	47.9	16.9	9.9	36.1	37.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	276	99.3	9.3	44.4	25.1	21.2	59.1	61	59	Yes	Yes
African American	387	98.5	39.3	45.1	9	6.6	22.5	26.6	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	100	93	60	25.9	3.5	10.6	15.3	17.5	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	380	98.2	40.4	46.5	7.3	5.8	18.5	25.9	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	457	99.3	26.5	29.9	16.1	27.5	43.6	30.6	35.7	96.1	96.1
Gender											
Male	213	99.1	28.2	25.6	20	26.2	46.2	32.7	37.4	95.8	95.9
Female	244	99.6	25.1	33.5	12.8	28.6	41.4	28.6	33.8	96.4	96.3
Racial/Ethnic Group											
White	179	100	9.5	23.7	21.3	45.6	66.9	54.7	49.2	96.6	96.1
African American	265	98.9	38.8	35.4	11.7	14.2	25.8	19.3	17	95.7	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	98.8	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	96	95.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.3	97.1
Disability Status											
Disabled	62	96.8	51.8	21.4	8.9	17.9	26.8	16.7	14	94.9	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	98.6	96
Socio-Economic Status											
Subsidized meals	252	98.8	40.9	34.5	12.3	12.3	24.5	18.8	21.1	95.3	95.7

Social Studies

All Students	446	99.3	35.1	29.8	13.3	21.8	35.1	28.7	34	96.1	96.1
Gender											
Male	213	98.6	35.8	27.5	11.4	25.4	36.8	32.2	36.6	95.8	95.9
Female	233	100	34.5	31.8	15	18.6	33.6	25.1	31.3	96.4	96.3
Racial/Ethnic Group											
White	177	99.4	16.3	30.1	16.3	37.3	53.6	49.3	44.5	96.6	96.1
African American	256	99.2	49.8	28.9	11.5	9.8	21.3	19.2	19.1	95.7	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	98.8	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	96	95.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.3	97.1
Disability Status											
Disabled	67	97	68.9	14.8	6.6	9.8	16.4	15.5	14.4	94.9	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	98.6	96
Socio-Economic Status											
Subsidized meals	255	99.2	52.2	27.2	11	9.6	20.6	19.5	21	95.3	95.7

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	229	99.6	32.2	42.2	20.1	5.5	25.6
	7	245	99.6	26.7	40.1	30.2	3	33.2
	8	246	98.8	33.3	40.1	22.5	4.1	26.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	224	99.6	27.4	41.1	22.3	9.1	31.5
	7	224	98.7	26	44.7	24.5	4.8	29.3
	8	236	98.7	29.4	43.9	21.3	5.4	26.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	229	99.6	28.1	39.2	18.1	14.6	32.7
	7	245	99.6	27.6	49.1	12.5	10.8	23.3
	8	245	98.4	33.5	50.7	10.4	5.4	15.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	224	99.6	28.9	34.5	20.8	15.7	36.5
	7	224	98.7	23.1	46.6	12.5	17.8	30.3
	8	236	98.3	27.3	51.4	15	6.4	21.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	98.3	40.8	27.2	14.6	17.5	32
	7	244	99.6	29	34.6	19.5	16.9	36.4
	8	122	99.2	34.2	33.3	15.3	17.1	32.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	114	99.1	43.4	18.2	12.1	26.3	38.4
	7	223	99.1	22.1	37.5	13.5	26.9	40.4
	8	120	100	20	26.1	24.3	29.6	53.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	112	100	22.9	38.5	18.8	19.8	38.5
	7	244	98.8	38.4	38.4	12.2	10.9	23.1
	8	121	99.2	30.9	42.7	14.5	11.8	26.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	112	100	28.7	22.8	17.8	30.7	48.5
	7	222	99.1	39.9	27.4	11.1	21.6	32.7
	8	112	99.1	31.7	41.3	13.5	13.5	26.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample